

Curriculum Sample Template

Max. 8 Pages

Grade Level	4 th	Content Area	Reading
Course Title (grades 9-12 Only)			
Length of Unit	4 Days	Time of Year	4 th Quarter
Expected Prior Knowledge <i>The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.</i>	<ul style="list-style-type: none"> Brainstorming strategies Reading charts and graphs in isolated examples 		
Alignment to Program of Instruction <i>Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in the charter.</i>	<p>The unit incorporates various methods of instruction including:</p> <ul style="list-style-type: none"> Direct instruction Collaboration 		
Standard Number and Description <i>List the Number* and full description for each Standard for which student mastery is assessed in this sample.</i>	<p>7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>		
Summative Assessment <i>Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment(s) must be attached with the curriculum sample.</i>	<p>Students will take a quiz on the final day of the unit. Students will interpret information from a graph, and answer questions related to the data. Students can earn up to 10 total points.</p>		
Scoring Scale and Mastery Level <i>Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.</i>	<p>Students can earn up to 10 points on the summative assessment. Scoring will use the FAME scale to assess student mastery:</p> <ul style="list-style-type: none"> 10-9 Points Exceeding Standards (Mastery) 8-7 Points Meeting Standards (Mastery) 6-5 Points Approaching Standards 4-0 Points Falling Far Below <p>Each question will be worth 1 point for a correct answer. The student must complete one written</p>		

	response to demonstrate understanding of the analyzed data, and support it with reasoning. Correct answer=1pt, Accurate reasoning=1pt.
Materials/Resources Needed	SRA Imagine It! 4 th grade anthologies (How Fast Do you Eat your Ice Cream?), premade assessment, pencils, paper

** Standard Number: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	Instruction	Student Activities
1	<p>Objective: Students will be able to interpret charts within a given text to understand the information.</p> <p>Instruction: Brainstorm types of charts or graphs we have seen or used in the past. Discuss as a class how different types of charts and graphs display information</p> <p>Give students background about the story, and review the purpose of expository text.</p> <p>Take a story walk. Have students identify which charts and graphs are included in the story. Ask students how they think the charts will help them in the story.</p> <p>Read the first half of <i>How Fast Do you Eat your Ice Cream?</i></p> <p>The teacher will pause to ask comprehension questions related to analyzing data from the given text.</p>	<p>Guided Practice: Introduce Chart #1, and how it is used. The teacher will answer questions related to information in the chart.</p> <p>Independent Practice: Students will use Chart 1 (Description of Groups) to complete a worksheet analyzing information from the chart. At the end of the worksheet, students will write a brief explanation of how the chart helped them better understand the text.</p>
2	<p>Read the second half of the selection whole group. The teacher will pause to ask comprehension questions related to the text (questions provided by Imagine It! teacher's guide)</p>	<p>Guided Practice: Students will orally review and analyze the given graphs from the text as a whole group.</p> <p>Students will answer comprehension questions at the end of the selection with a partner.</p> <p>Independent Practice: When students have completed the guided practice, students will complete a worksheet analyzing data from the pie chart on page 448.</p>

<p>3</p> <p>Instruction: The teacher will present multiple graphs on the SMARTBoard related to the text read. The teacher will explain how we can pull information from the graphs in order to better comprehend the text by providing examples.</p> <p>The teacher will model the activity that students will work on independently.</p>	<p>Independent Practice: Students will be given multiple graphs to interpret data from. The students will summarize how the graphs given helped provide additional support for reading comprehension.</p>
<p>4</p> <p>Day of summative Assessment</p>	<p>Students will complete the summative assessment to interpret circle graphs. (See attached assessment and answer key)</p>

Paste Summative Assessment(s) Here:

See attached assessment.

At the end of the worksheet students will write 1 written response (2-3 sentences):

Write a sentence describing one thing you learned about the class that voted for their favorite actors, and describe how you knew this. (2 points)

- Students will earn 1 point for something that they learned that is accurately reflected in the graph
- 1 point for accurately describing their reasoning.

Answers will vary. Possible answers:

- Students in the class liked Sean Connery and Roger Moore the same. 1/5 of the class like both Sean Connery and Roger Moore.
- Pierce Brosnon was liked the most. 2/5 of the class voted for Pierce Brosnon.

Paste Answer Key(s)/Scoring Rubric(s) Here: See attached answer key.



Interpreting circle graphs

32 children voted for their favorite ice-cream flavors.

How many children voted for chocolate?

$$\frac{3}{8} \text{ of } 32 \text{ is } 12$$

12 children

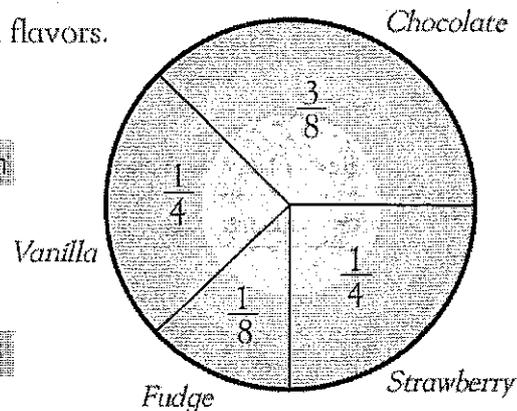
12 children voted for chocolate.

How many children voted for fudge?

$$\frac{1}{8} \text{ of } 32 \text{ is } 4$$

4 children

4 children voted for fudge.



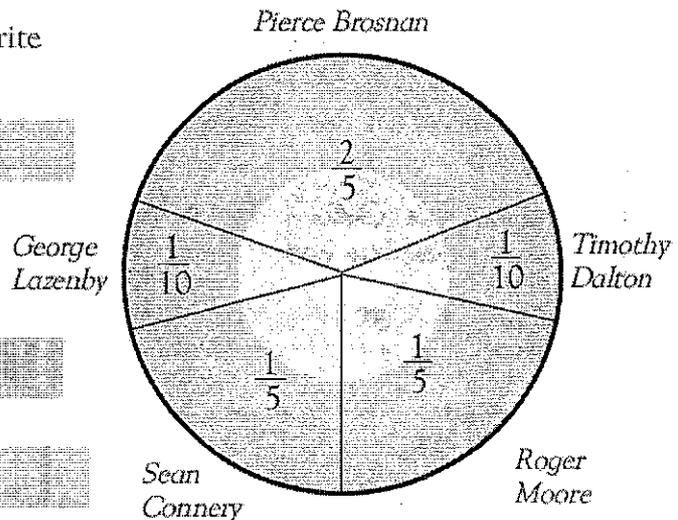
A class of 30 children voted for their favorite actor who has played James Bond.

How many voted for Sean Connery?

How many did not vote for George Lazenby?

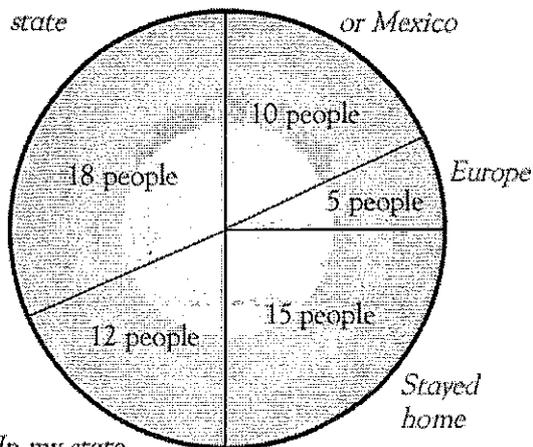
How many more children voted for Pierce Brosnan than Roger Moore?

How many children altogether voted for Sean Connery and Roger Moore?



Another state

Canada or Mexico



60 people were asked where they went on vacation last year. The circle graph shows the results.

What fraction of people vacationed in another state?

What fraction of people vacationed in Canada or Mexico, or in Europe?

What fraction of people did not stay at home?

What fraction of people vacationed in their state or another state?



Interpreting circle graphs

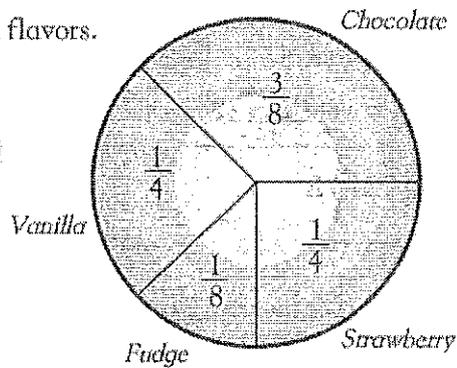
32 children voted for their favorite ice-cream flavors.

How many children voted for chocolate?

$\frac{3}{8}$ of 32 is 12
12 children voted for chocolate.

How many children voted for fudge?

$\frac{1}{8}$ of 32 is 4
4 children voted for fudge.



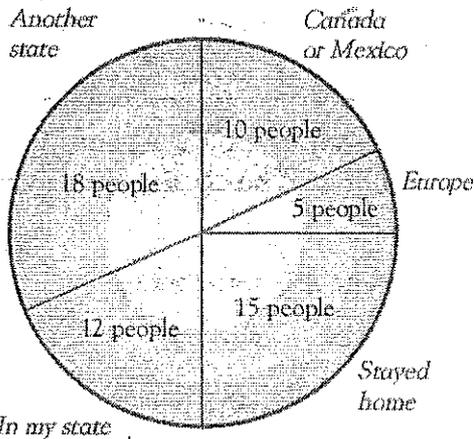
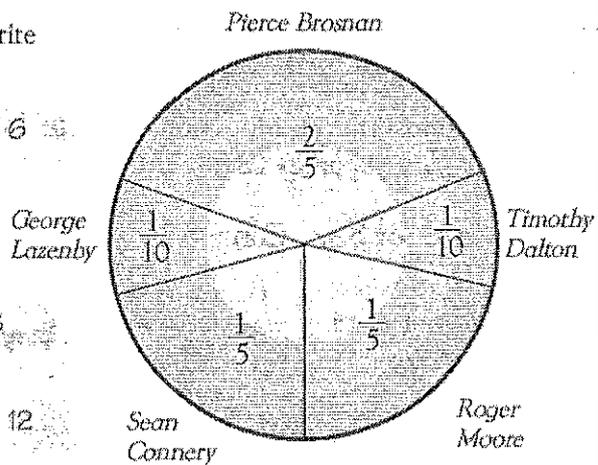
A class of 30 children voted for their favorite actor who has played James Bond.

How many voted for Sean Connery? 6

How many did not vote for George Lazenby? 27

How many more children voted for Pierce Brosnan than Roger Moore? 6

How many children altogether voted for Sean Connery and Roger Moore? 12



60 people were asked where they went on vacation last year. The circle graph shows the results.

What fraction of people vacationed in another state? $\frac{3}{10}$

What fraction of people vacationed in Canada or Mexico, or in Europe? $\frac{1}{4}$

What fraction of people did not stay at home? $\frac{3}{4}$

What fraction of people vacationed in their state or another state? $\frac{1}{2}$

This page introduces pie charts. In the first section children are required to find fractions of an amount. If unsure, remind the child to divide the total by the denominator and multiply by the numerator. The most likely errors will come from misreading the question.